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A. E. WINSHIP and A. W. BELDING, EDITORS
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EDITORIALS

Municipal Universities

THE Municipal University is an important educational achievement. It is the marketing of education to a new constituency in a new and satisfactory manner. It is the latest creation in public school progress. It is natural culmination of the classification of elementary and secondary schools which was followed by Junior and Senior high schools and then by college and university. It is the culmination of the evolution of manual training, sloyd, arts and crafts, industrial education, trade schools to vocational guidance, which must be localized.

The Municipal University is the culmination of the evolution of legal requirements of a common school education to the eighth grade, to the twelfth year of age, to the fourteenth, to the sixteenth, and to the eighteenth year or a high school graduation. It is the fruitage of the continuation and opportunity school. Everything has been heading toward the Municipal University.

The Municipal University is the culmination of the sentiment to unify the family, to keep the young people in the family and to have the family develop intellectually and socially with the increasing education of the children. It is a feature of the demand for the character creation of youth.

The universal demand for adult education is not accidental. Skilled labor cannot be learned for permanent availability. There is now no trade, no part of any trade that can be learned for keeps. No profession can be prepared for as formerly. Education can no more end at eighteen than at sixteen, nor at twenty-five than at eighteen. It cannot end for any successful man or woman in industry, commerce or profession as long as they desire to be skilful in their chosen activity. There will never again be a sharp distinction between school education and adult education.

Municipal education is not an incident anywhere but is a necessity in some form everywhere. We are only beginning to think about educating the American people.

A Nature Study Thrill

AMANDA GRAY PALMER of the George Gray School, Wilmington, Delaware, specializing on Nature Study, gives a thrilling reverence for nature to teachers, children and their parents of that district.

In the famous September Conference which Su-

perintendent David A. Ward holds each year on the Thursday and Friday before the opening of the school year, Miss Palmer had a remarkable paper on "The Value of Nature Study to Children and the Community." In this address was the following story, which gripped that audience in a way that sold nature study to every school in that city for some years to come:—

The Praying Manthus is a rare insect which the United States Government imported from China to destroy the Japanese beetle. Wilmington had a few of these wonderful insects.

A man told Miss Palmer the following story: "My wife and I were in our garden bordering on the street, when I discovered a strange insect, which I was holding up on a leaf, saying 'What a horrible creature,' and was about to kill it, when a little six-year-old girl of your school, who had stopped to look at it, exclaimed: 'Why, don't kill that bug. It is a Praying Manthus from China, brought here to destroy our awful Japanese beetles.'"

A New Series Coming

DR. WILLIAM A. McKEEVER, a well-known Kansas author, and for twenty years a faculty member in the State University and in the Agricultural College of Kansas, has written a series of ten brief articles for the Journal of Education under the title, "Outline of a New Philosophy of Education."

As implied by his stimulating questionnaire published in this magazine on May 7, Dr. McKeever believes that the modern trend of education has been toward chaos and confusion, until there is neither clear, oustanding ideal nor major human issue involved in its practice.

Dr. McKeever believes that there should be a complete tearing down of the old structure of our educational program, and that a new one should be erected in its place. The educational philosophy as briefly outlined in these articles, is, as he claims, "radical, if not revolutionary."

The first of this series will appear in our next issue.

Southern Efficiency

THE South is demonstrating supreme educational efficiency in every way. The hearty vote of the directors of the National Education Association for Atlanta as the place of meeting next July had high significance. The famous success of the Minneapolis meeting in magnifying achievement will place President Cornelia Adair high in the history of the Association, and Mrs. Edith B. Joynes of Norfolk, Virginia, as president of the Department of Classroom Teachers, has already matured plans which promise great professional achievement under her administration. Miss Winn has already demonstrated wonderful assistance which headquarters can render classroom teachers.

The selection of Mrs. Joynes for the presidency was recognition of her especial qualifications for leadership. Rarely has any classroom teacher been honored with as many invitations to speak on state programs as has she. Her address on the general program at Minneapolis was exceptionally strong.

The Norfolk School Board will grant Mrs. Joynes several weeks' leave of absence with salary to do field work for the Department and the Association. She will leave on her first trip the middle of October and will hold conferences in the following states: Alabama, Arizona, Arkansas, District of Columbia, Georgia, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee and Texas.

President Lamkin has a way of saying the right thing in the right way, at the right time, as he did in declining a challenge to debate the Department of Education bill. "I would be glad to discuss the Curtis Reed Bill with any one at any time, but see no useful purpose served by debate mutually arranged by two individuals."

Rights and Duties of Citizenship

["The Massachusetts Voter: His Rights and Duties of Citizenship in State, County, City and Town. By Frederic W. Cook, Secretary of State, Massachusetts. Cloth. 177 pages. Boston: Ginn and Company.]

FREDERIC W. COOK is recognized as one of the most efficient state officers Massachusetts has ever had in so important service for so many years, and his office requires ability to answer every question that any citizen can think to ask about state, county, city and town affairs. He has attained national prominence through his knowledge of public affairs and his ability to phrase an answer to every question, so as to give all essential facts without any confusing detours.

There has never been in print such a collection of vital information winnowed of every needless sentence about the rights and duties of citizenship in Massachusetts, as Frederic W. Cook gives in these 177 pages, and every teacher in public, private or parochial school should be required to be familiar with this body of information, and it should be studied by all boys and girls before they are allowed to end their school life.

We have rarely been as keenly interested in universal use of any book in any state as in the use of this book in Massachusetts.

As we have often said of late, there are elements of personality in the geography, history and civic rights and duties of various states that cannot be generalized.

American Public Schools

(Third Article)

By A. E. WINSHIP

The American public school is the greatest complex combination in the world.

The fire department is simple, so is the police department, the street department. The only real complex feature of a republic is the public school system.

It must prepare every child for every thing. It must take children from every conceivable variety of home, from all sorts of street comradeship, with every range of religious belief and unbelief, from every strain of political trends, of every nationality on the face of the globe, of every known and unknown personal parental temper and distemper, and the very existence of the public school depends upon a majority vote of the worst complex combination to be found anywhere on earth.

A religious denomination can create a parochial school system that has one common purpose, a group of parents with something in common. There are innumerable private schools, each stressing some scholastic, industrial or social advantage, and the patrons of parochial and private schools vote on the financial support and personnel of leadership of the public schools, and they can be as loud in their criticism of the schools as though their children were therein.

The fire department, police and street department has no conceivable relation to anybody, except to provide the one service for which it is created. Nothing has been conceived by the mind of man as unnaturally, artificially complex as the American public school.

In view of all this the present success of the public schools is so marvelous as to be miraculous.

The amount of taxes that have been voted for school buildings, for equipment, for school grounds, for salaries, pensions and all sorts of things, for teacher-training institutions and for many other public school advantages is remarkable.

Now the danger is from within as well as from without. Schools and school books have been used for propaganda, for "good" propaganda, as in municipal ownership and kindred movements, all supposed to be for the public good. Now there are interests that consider themselves as great benefactors by promoting prosperity, reducing prices and serving the public in various ways, and they assumed to have just as good a right to use the public schools because they were enlightening the public and educating the children in certain ways. They insist that they are rendering a great public service when they promote prosperity, which produces money to pay taxes to support schools.

This and many other things are complicating affairs mercilessly. At a time when the schools need a united front there are distracting conditions which viciously divide the public.

There is only one way to meet the present chaotic condition in public sentiment. We would have nothing to fear if there were the old-time public sentiment for the education of all the children of all the people, but that sentiment is jeopardized because so many children have an education they cannot market, and because there are so many teachers who are professionally trained who cannot market their training. The only salvation for the public schools is in reselling the public school to all the people, and this can be done only by giving the children an education that can be marketed. This everyone can understand. Achievement by all children because of the public schools will create an irresistible public school sentiment.

When My Ship Comes In

By MARY CAROLYN DAVIES

When my ship comes home! When my ship comes home!
But shall I wait on shore
And dream of when my ship comes home—
White sail and flashing oar?
I'm going to steer it home myself,
Not wait on land without it:
For no one's ship comes drifting in
Who only dreams about it!

When my ship comes home! When my ship comes home!
Myself I'll fill the hold—
I'll know that when my ship comes home
With white sails flashing bold,
'Twill bring the things I wish. Our flag
To ocean winds we'll fling it!
For each one's ship comes home at last
If he helps Fate to bring it!

—Philadelphia School Journal.

Belding's Page

GOALS AND TOUCHDOWNS

ALREADY we have with us that curious phenomenon called football. Selected undergraduates, some of them enthusiastic volunteers and others hesitant conscripts, have been undergoing severe exercise and a form of training so ruthless that it actually forces them to guard their health like sensible human beings.

It is difficult to study when you've been out for football all afternoon and shut yourself up into a room which cannot help seeming stuffy. Players can scarcely keep awake. But they are required to keep up in their studies—required by rules of the game which have been framed by cruel schoolmen.

These same schoolmen are wishing some way could be devised to make study one-half as captivating as football. If fellows could only be induced to strive one-half as hard to win against that old enemy Ignorance as they do against a rival football team—what easy sledding it would be for discouraged faculties!

Football has so appealed to the public in general that the players feel an outward urge and compulsion to achieve victory if this be possible. Members of an eleven do not like to disappoint their friends. They prefer cheers to jeers. And so they strive, with all their might and main, determined to conquer with brain and brawn, for the honor of their institution. It's a fine spirit. But it needs a heap of wisdom for its guidance. Football can be a valuable adjunct to education if men of tact and ideals do the coaching. Or it can become a course in savage trickery, the sacrifice of every other consideration save that of successful scoring.

What is your appraisal of the football that goes on under your eyes and as one big element in the life of your students?

POLITICAL EDUCATION

CAMPAIGN managers and committees all over the country are breaking previous records this year in the amount of material sent out to "educate" the voter. Much of this printed matter goes unread. Much that is read is disbelieved.

Educating the electorate is a tremendous job. Unhappily it is not undertaken with complete sincerity upon either side or any side.

One party tells only the things that are favorable to itself or unfavorable to the opposing party. Half truths are used to conceal the whole truth.

The American voter nevertheless gains some particular kind or degree of education from every presidential campaign. This time he is having his wits tested by various attempts to divert him from the main issues. His self-appointed instructors try to move him this way and that. There are appeals directed to his prejudices. There are false hopes of this or that advantage to be gained by him personally if he will elect certain candidates.

These efforts to educate the citizen in matters political really boil down to a testing of his education already acquired elsewhere.

COMMUNITY AS UNIVERSITY

SOME day there will be in every large city and in the capital of every state a clearing house for adult education. Opportunities for extension work in innumerable lines exist, and are known to many persons. But a much larger number of persons have no notion where they should turn to find authentic information about courses open to them.

A bureau which should be well advertised and prepared to furnish reliable data regarding all available day and evening courses, would prove richly serviceable in bringing student and school together.

It is not enough for a community to contain an educational institution such as a university. The community should BE a university, with a large percentage of its residents actively enrolled for self-development.

AN EXCESS OF TEACHERS

ADVANCES in teachers' salaries since the war have apparently resulted in a surplus of teachers. This does not mean a surplus of good teachers, of course—for there is little danger of this and certainly the point has not been reached yet. But reports from various parts of the country indicate that thousands of persons seeking work as teachers are out in the cold this autumn.

The situation is more or less worldwide. In Prussia it is perhaps worse than anywhere else; for in that state of Germany the number of would-be instructors of all ranks seeking full-time positions is counted in six figures.

All this is probably inevitable. So far as America is concerned, we hope it will not lead to a reduction of salaries but rather to an intelligent selection of the best qualified teachers and gradual elimination of the unfit.

Anson W. Belding

Associate Editor.

Method *versus* Technique

By FLORENCE M. BAKER
New York City

THERE are two main ways in which the learning and the teaching of the world are carried on whether the subject be differential calculus or mastering the saxophone. The first is by a scientific approach, where men make discoveries, sometimes big, sometimes small, but each one serving to push forward the study, to increase the body of fact of which it is composed, where each new teacher walks on ground prepared from him by his predecessors and does his part in preparing new ground for those who are to follow him. The other way is by a "Method," a system of teaching invented by one person, instead of many, a system that has no history behind it and no room for growth in front of it. It has no cloak to drop on the shoulders of the next disciple, for it is in itself complete. The first of these ways is founded on patience, humility and openness of mind; the second on enthusiasm, confidence and absolute faith.

Before we go any farther it would be well to state exactly what is meant by "method" in this article, for the word is very generally applied, and can have many connotations. By "method" is meant a system of teaching a subject, which has been invented and developed by somebody and which is all ready prepared when the teacher enters her class on the first day. A method covers the whole course of study from the beginning of the year to the end. It includes, too, the choice of books. It requires that teachers be trained in a certain way before they begin to teach, and that they make no important divergences from it during the year. In return for this the method promises good results, or wonderful results, and sometimes absolutely impossible results. It is the royal road to learning, the long-sought answer to the riddles of knowledge. It is the only right way to go about the study. If the results are not encouraging, it is because the teacher did not follow it closely enough or because the pupils were lacking in co-operation. It is bound to work if you only follow it faithfully. This does not imply necessarily that the pupils do not have to study, but it does claim that they will get sure results without very hard labor, and that the results will come, in most case, in a very short time, that drill will be practically eliminated and that everybody will be happy while learning.

It is usually where scientific approach has been lacking that method runs rampant. A study that is not built on any genuine psychological foundation advances slowly, and keeps its disciples in a constant state of discontent. Along comes an inventor with his method in his pocket and some arguments up his sleeve. He explains that the reason why no progress has been made so far is because the right method has not been used. He is so enthusiastic himself that he wins over others and his school is triumphant until some other method comes along and pushes him out. This means that the study begins all over again, as it were, whereas if it had been taught scientifically it would have grown each year, every new teacher profiting by the success or by the mistakes of the one who went before him. Where study is scientific there is no need felt for a method. That is why we do not hear of easy methods of becoming a biologist, a quick road to surgery or how to turn out architects in six weeks. But we do hear of speedy and painless methods of learning foreign languages, for this field has been sadly neglected by the scientist, and forms a fertile ground for enthusiastic, untrained people.

Nor are these various methods of learning languages to be found simply in the magazine advertisements. Faddists haunt the schools in large numbers, and in spite of all their enthusiasm and their broad claims they have, so far, created little to be proud of. Indeed, it is to be regretted that the time spent in developing methods and the much greater time devoted to practicing them on the students could not be given to something of real educational value. In spite of the fact that psychology is making great headway in the improvement of learning processes, the search for methods thrives apace. The cause is evidently not because we are less scientific than we used to be, but because we want more things that we don't find easy to get. Fifty years ago a farmer did not want his son to learn French, now he does, and not only that, he voices frequently the regret that he did not learn it himself. Indeed, the desire to know a foreign language, and particularly French, is a deep-set one in the American soul. It is not only so among those who want to go abroad or who have a very strong desire to read French literature in its own tongue, but among people at large who feel that a knowledge of French implies culture, is something which the rich have always had, and which should be the rightful heritage of all.

When the medicine man appears on the scene at this psychological moment, he is received with open arms. He reaches the adults in large numbers through the correspondence courses which he offers. His advertisement is read by an army of potential sympathizers. Its philosophy of success blinds them to the obvious absurdities of his claims. Here is a young man who, two or three months ago, did not speak a word of French.

It chances that the firm in which he is a humble clerk receives a call from an important official in a French company who has just come to the United States, and who does not speak a word of English. What is the managing director to do? He does not speak French, neither do the minor officials. The young clerk volunteers his services. He manages the interview in such fluent French that the visitor is delighted and places a handsome order with the company. After his departure the young clerk explains to his head the simple and expeditious method by which he had mastered a foreign language in three months, and the delighted boss makes him a member of the firm, as indeed anyone who could do such a stunt would richly deserve. Nor is this confined to the field of commerce by any means.

Nor is it only very stupid people who "fall" for such advertising. The reading of it awakes a hope that had been long dormant and the obvious absurdities are forgotten in the intoxication of possible success. Indeed, the more intelligent people are often the more easily deceived, for they figure that if they did not succeed so far it was not due to their lack of brains and industry but rather to the deficiencies of the method by which they were taught. They see in this new attack on the problem a probable solution of their difficulties. The fact that our own foreign population, even our foreign students equipped with education, desire to learn, ability to learn, ample time for study and placed in an environment where everything conduces to the learning of English, still take years to reach a state of proficiency, is entirely forgotten. These people are obsessed by the idea of knowing a language and not by the desire to learn a language, and it is this emphasis on the results rather than on the study itself that sells these highly fictional "courses."

But it is obvious that such get-rich-quick methods do not find their way into the schools. They are manufactured and advertised for no other reason than to get people's money. Whatever may be said for or against the hunt for methods within the educational field, no one can claim that anybody has made any money in propagating them or has sought to do anything but improve present conditions to the best of their ability. They are an answer to the widespread feeling of discontent with the teaching of languages, but the difficulty is that they are not a scientific answer. "The search for Method," says James E. Russell, dean of Teachers College, "some universal panacea for all pedagogical ills, may be relegated to the realm of quackery." This seems a hard word in the ears of enthusiasts, but it is the only fitting word that can be applied to pedagogical systems which are organized without any relation to psychology or research, both of which are within the grasp of anyone who wants them.

We must not confuse method—as it is used here, and as it has already been defined—with technique. Technique is the process of teaching one particular unit or element of a study without regard to the rest of the course. Technique is found in all scientific studies. It is the best way, so far discovered, of producing the necessary results in one phase of the study. There are techniques in French teaching, too, though not enough of them. A good example of technique in this field is the French "u." It is a very foreign sound for English-speaking people. Teachers who believe in learning by imitation will repeat the sound and ask the pupils to reproduce it. In almost every case, except with very young children, this procedure will be a failure. Technicians, on the other hand, will show the student how to control the lips, the tongue and the jaw in such a way that the correct sound must result. Technique is not only sure of results, but it is a great saving of time. Teachers do not have to have faith in it, nor enthusiasm. They need only to know how to use it. If a better technique is found, then that is the one to use. But it is always concerned with the separate steps in the process and does not interfere with the study as a whole. Technique is at the bottom of all our best teaching today in other fields of learning, and it will be used more widely in French classes when the harness of a method has been taken off the shoulders of the teachers. Take, for instance, the question of the teaching of grammar. The direct method requires that this should be done in French. The teacher is faced with the problem of explaining difficult concepts in a difficult vocabulary. She has to run the risk of some pupils not understanding her at all or else repeating constantly and explaining in roundabout ways until the point has been grasped. The result is that more time has been given to grammar than was necessary, and the very aim of the direct method is defeated, for it seeks to give more time to speaking and less to grammar. A good technique will give the teacher the speediest route to the teaching of grammar. It does not undertake to give her the best route to the teaching of French, for that depends on many other factors.

As we have said earlier a method is something which bears a label. So we find the grammar method, the reading method, the direct method, the oral method, the psychological method, the natural method, the classical method, the phonetic method, and many others. A new offspring, the modified direct method, is becoming very popular at present and is a rather cruel reflection on its parent, as obviously a method, if direct, would not need to be modified. But whether they appear couched in florid advertisements in the magazines or in enthusiastic phraseology in the schools, methods have certain characteristics in common that will always prevent them from playing an important role in the onward march of education.

(Continued on Page 301)

Derelict

By ETHEL M. LOUGH

HE SAT in the principal's office awaiting his fate. He was small for his age, thin, pale and unkempt. He sat stiffly on the big chair, his tow-hair standing up, for the most part, and a look of stolid indifference on his freckled face.

"Why, Frank," I asked, "what are you doing here?"

He looked at me with a cynical smile—

"Waitin' to be licked," he said.

I gathered up my art supplies and sat down to talk with him. I had the boy in drawing class, and while he had never done much for me—either good or bad—I knew that his reputation was "hard-boiled." He did not look hard, but as I looked at him my mother-heart began to ache. Waiting to get licked! I had no doubt that he had been "licked," as he put it, by his senseless mother that morning or the evening before, perhaps. She had found him a great hindrance to her matrimonial chances, and cuffed him roughly about in her resentment. Frank's father had run away—but his loss didn't matter much to Frank! He'd been whipped all his life, and now school added just a few more blows in the day.

"What have you done?" I questioned.

"Nothin'; only she said if she caught me again when I wasn't payin' attention she'd have me licked; and she said she caught me."

"What was the lesson about, Frank?"

He studied for an instant, and then answered with uncertainty: "Verbs—er somethin' like that."

"Verbs aren't very interesting, I think," I answered. "But why can't you behave, Frank? You're always getting into trouble."

"I know it. She picks on me all the time. It don't do any good to try. I did aim to pay attention—and I forgot. I wish he'd come and lick me, and get it over."

"But Mr. Walker doesn't want to whip you," I argued.

"No, but I reckon that's his job if she can't, ain't it?"

"Well, if I could talk him out of whipping you this time, would you try to be good, Frank?"

"Sure, if I could remember." The hard expression had gone from his face, and I knew by the pleading look in his eyes that in his little rebel heart he wanted to be good.

I folded a piece of bright orange paper from my pack, sorry that I had nothing lovelier to give him.

"When you look at that lovely color can't you think what a beautiful color it is, and how beautiful life is if we're good?"

The principal didn't whip him that time. The next day his teacher confided in me that a wonderful change had come over Frank Jones; he was actually good! And she laughed a little in derision. I did not tell her of the episode, but I saw the carefully guarded orange paper on his desk, and I thanked God that his soul was crying out for the beautiful and good!

Oh, teachers! Why do you always choose for the victims of your wrath the poor, little under-dogs that have always been licked? Why must your love and tolerance prove so constant and long-suffering to the clean and polite children who have had only love at home; so scanty and short-lived for the poor Franks?

"Folks need a lot of loving in the morning;
The day is all before, with cares beset—
The cares we know, and they that give no warning;
For love is God's own antidote for fret.
Folks need a heap of loving at the noontide—
In the battle lull, the moment snatched from strife—
Half way between the waking and the croon-time
While bickerings and worriment are rife.
Folks hunger so for loving at the night time,
When wearily they take them home to rest—
At slumber-song and turning-out-the-light time—
Of all the times for loving that's the best!
Folks want a lot of loving every minute—
The sympathy of others and their smile!
Till life's end, from the moment they begin it,
Folks need a lot of loving all the while."

—Strickland Gilliland.

The World's Greatest Alibi

By FRANCIS ROY COPPER

Northern State Teachers College, Marquette, Mich.

AN ALIBI, as it is properly used today, means an excuse for not making good. Of all the alibis that we so often hear, such as: "I didn't have time"; "I never had a chance"; "It wasn't my place to do it"; "It can't be done," the writer believes the greatest alibi of all is the old excuse, "hard luck." Of course there are many versions of this alibi, such as: "The breaks were against me"; "The cards were stacked against me"; or "The fates were against me." But in whatever form it is expressed it means the same thing.

There is general agreement that reverses, disappointment, adversity, losses and failure come to all sometimes in life to a greater or lesser degree, but there is difference of opinion as to whether these things constitute "hard luck" or not. It depends largely upon the point of view. Those who do not believe in "hard luck" take their reverses as a part of the natural course of events, and by impartial analysis see that in many cases they were themselves to blame and that a little forethought would have prevented them. On the other hand, those who believe in "hard luck" seem to feel when they have reverses that they are victims of special injustice; that a malignant destiny has thwarted their every effort to succeed; that fate is using them badly.

Branch Rickey, of baseball fame, tells of one of his players who batted a good ball and was put out on third base. The lad, in disgust, said: "It's just my 'hard luck.'" Mr. Rickey did not let the statement go unchallenged. He asked the lad if he did not stand and watch the ball a little longer than necessary before he began to run, and the lad admitted that he did. He next asked him if he did not run a little longer distance in going from home base to second than was necessary, and he admitted that he did. And finally he asked him if he did not fall the wrong way for his slide into third, and again he said he did. Mr. Rickey then called his attention to the fact that instead of his losing out being due to "hard luck" it was due to three errors in judgment.

The five foolish virgins who failed to fill their lamps with oil probably reasoned, when the bridegroom came, that it was just their "hard luck" to be out of oil at that particular time. Likewise many a man who neglects to fill his gasoline tank when starting on a long journey, finding himself stranded on the prairie in the great open spaces, grumbles that it is just his "tough luck." The lazy student when he fails in his course often thinks that "fate is against him." A man lets his fire insurance lapse a few days before his home is burned and reasons the same way. An indolent person loses a position and attributes the cause to factors outside of himself. People set a day at random for a picnic, and if it rains and spoils it they are ready to cry "hard luck." A farmer plants his crops out of season, and when they fail he says the "fates are against him."

Pursuant to an interest in this matter, the writer asked the students in his psychology classes in the summer session, 1928, of the Northern State Teachers College, Marquette, Michigan, to write out answers to the following questions:—

1. Do you believe in "hard luck"?
2. Why do you so believe?

The questions were submitted without any discussion or definition of terms.

The results of the ninety-six students making answers are tabulated in Table I, which shows the number believing and the number disbelieving in "hard luck" and the reasons given for their belief. Each student mentioned as many reasons or items as he wished in support of his belief. For convenience only items mentioned three or more times are considered. There were many scattering items mentioned only once or twice.

TABLE I.

Showing belief of ninety-six college students relative to "hard luck" and their reasons for their belief.

	Frequency
1. Do you believe in "hard luck"?	
Yes	28
No	68
2. Why do you so believe?	
A. Those not believing in "hard luck." Items mentioned 3 or more times	
1. Individual responsibility	47
2. Due to carelessness	20
3. World ruled by cause	9
4. It is state of mind	7
5. Due to Divine Providence	4
6. A form of self-pity	3
B. Those believing in "hard-luck." Items mentioned 3 or more times	
1. Illness	7
2. Fate—beyond human control	4
3. Misfortunes befall people regardless of merit	3

It will be observed that sixty-eight, or almost three-fourths of the students, stated that they did not believe in "hard luck." Of those disbelieving forty-seven placed the blame for so-called "hard luck" upon the individual himself. Of the items mentioned "carelessness" stands at the head of the list, being mentioned by twenty students. That the world is ruled by "cause" was mentioned by nine. That "hard luck" is "a state of mind," by seven, and perhaps "self-pity" should be included

under "state of mind" also. The four who mentioned "Divine Providence" seemed to agree with Shakespeare that:—

"There's a divinity that shapes our ends,
Rough-hew them how we will."

Of those believing in "hard luck" seven mentioned "illness," while four believed that it was due to "fate," and that nothing the person could do would change the order of things, and lastly, three supported their views by citing that misfortunes fall upon the worthy as well as upon the unworthy.

If this experiment with students in any wise represents a cross section of the belief of the people in general it is obvious that a considerable portion of the people believe in "hard luck." This is further borne out by the fact that such words as "chance," "fate," "luck," etc., enter so largely into our vocabulary.

The state of mind surely has a lot to do with the way people interpret life. Those who complain of their "hard luck" are usually exhibiting a form of "self-pity." It indicates that they are too dull or too illogical to trace the links in the chain of cause and effect that lead to any difficulty or failure. The belief is not based on scientific principles.

It seems to the writer that the personal factor is the greatest of all in determining one's relation to life. No doubt Shakespeare was right when he causes Cassius to say:—

"The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings."

And Longfellow when he says in "The Builders":—

"All are architects of Fate,
Working in these walls of Time;
Some with massive deeds and great,
Some with ornaments of rhyme."

And William Ernest Henley in "Invictus" when he says:—

"It matters not how strait the gate,
How charged with punishment the scroll,
I am master of my fate;
I am captain of my soul."

Someone has aptly said: "Though the varying winds of circumstance wreck many a good sailor, and often carry fools safe into harbor, yet as a rule it is the good sailor who reaches port." "Hard luck" is often a person's apology for incompetency or carelessness, and is usually the result of saying "pleasure first and duty second."

Most worthwhile achievements are built upon failures. The men who succeed best in the end are those who had most difficulty at the start. Daniel Webster and Demosthenes, two of the world's greatest orators, made wretched failures at first, but they did not quit and blame it to luck. They analyzed their failures, corrected their errors and succeeded. Many have suffered severe misfortunes, but instead of throwing up their hands and grumbling about their lot they have gone right on, and succeeded in spite of their reverses. Milton did his best work after he suffered one of the greatest of human afflictions—blindness. Bunyan, instead of saying "hard luck" when he was in Bedford jail, wrote "The Pilgrim's Progress." Cyrus W. Field did not say "It's no use," when his Atlantic cable broke, but tried again and succeeded.

Those who have the least cause to complain about failures are those who leave just as little as possible to "chance." Ryley Cooper, in a recent issue of The American Magazine, tells of a community that wanted to celebrate with a picnic the completion of a great bridge across the Missouri river. They knew about the time it would be completed, and approximately when they wanted their picnic, but before setting the date definitely, they consulted the weather bureau, and the records were gone over for thirty-eight years back and a day was found that had been clear all but two or three times during that period. The bureau recomended that day to them, and they accepted. It proved to be a perfect day with not a cloud in sight. While there might still have been an element of chance in this they at least did all that was humanly possible to insure a perfect day.

There is a stanza of a poem that contains a lot of good advice to the person who thinks he is a victim of "hard luck":—

"Don't blame the world when things go wrong,
And you have met rebuff,
Don't censure any of the throng
That seek to call your bluff.
Investigate and you will find
That what I say is true—
Don't tell me that the world's unkind;
It ain't the world—it's you."

The alibi bird sits on the eggs of opportunity and possibility and hatches out a flock of alibis, the greatest of which is "hard luck."

A teachers college should be a thoroughly professionalized institution, pointed exclusively toward the one objective of preparing teachers, but such an institution should have as well organized a curriculum, as good a faculty and as high standards in all other particulars as a state university. —H. A. Brown.

Traveling Through Tropical Isles

(*Seventh Article*)

By L. H. PUTNEY
Boston

Through the Lesser Antilles

The fundamental trouble with the educational system in the British islands is insufficient funds. Unlike the Virgin Islands of the United States, where more than seventy per cent. of the cost of the public schools is defrayed by congressional appropriation, the entire cost of the schools in all these islands is borne locally. As a result, while the per capita expenditure for education in the Virgin Islands is about $30 a year, in the Leeward Islands it is only approximately $3.70, and even in Trinidad barely $10. (By per capita we mean enrollment.) Almost everywhere the schools are patronized exclusively by the blacks and Indians (in Trinidad). Most of the white people send their children to private schools or back to England. This leads to an indisposition on the part of the taxpayers, who are very largely white, to go down deep enough in their pockets to provide the necessary funds for decent schools. The situation has its analogy in several of our Southern States where nothing like equal educational opportunity is afforded white and black children, and for the same reason.

After disillusionment in Australia two years ago, where in spite of all the talk about its being a white man's country, we found the schools to be notoriously lacking in physical surroundings conducive to comfort or learning, we did not expect much down here, and we were not disappointed. We visited schools at Basseterre in St. Kitts, in Bridgetown and Port of Spain, and also far back in the interior of Trinidad. Everywhere we found tremendous overcrowding. In the Leeward Islands, according to the Federal inspector, the average number of children to the teacher is approximately fifty, which must mean sixty to eighty in the larger places. In Trinidad the average number is not so high, being around forty. Unlike the schools in the Philippines and elsewhere in the Far East, there is a disgraceful irregularity of attendance, due to poverty and indifference. This has one advantage, however, for it tends to overcome the evil of overcrowding. Nowhere is the average attendance over sixty-three per cent. Although in some of the islands there is a compulsory school ordinance, no attempt is made to enforce it, for to do it would necessitate more schools and more teachers, and that would mean higher taxes.

Just as if this overcrowding were not enough of a handicap, in most of the schools the children are packed into one large room, in which all the teachers try to teach at the same time. It is Bedlam let loose, as may easily be imagined, when we tell you that in the school for girls at Basseterre we saw ten teachers trying to handle 500 children in this way. The principal there, a rather bright negro girl, recognized the evil and had some of the teachers hold their classes in the yard. In Trinidad we were informed at the Education Office that the school authorities regretted the condition, and in all of their new buildings were trying to provide for separate classrooms. Unfortunately, however, the government has largely ceased to erect buildings for school purposes and is depending more and more on subsidized mission schools, just as is done in so many other parts of the British Empire.

The seating equipment in all the schools we visited consisted of rough benches which would accommodate at least six children. Every school had a few small portable blackboards, and here and there we ran across a map or globe. In one or two of the better schools we saw a number of geographical and historical charts which the teachers and pupils had made to eke out the meagre equipment supplied by the government. In the Leeward Islands books and slates are furnished free, but in most of the other islands they are bought by the children. All the textbooks come from England, and only since one of the local inspectors has begun the publication of a series of West Indian texts has there been any serious attempt to have uniformity. For all practical purposes such a thing as supplementary reading is unknown, although we were informed on a previous trip to Barbados that some purchases of that type of material were being made. Another terrible defect is the employment of pupil teachers, somewhat as is done in Victoria and elsewhere in Australia, a survival of the old Lancastrian system. These teachers are recruited from those who have completed the upper classes of the very same schools in which they will teach. For three years they labor at ten shillings a month, and after that they may sit for examinations which will give them permanent appointments at an entering salary of not less than nine pounds. Owing to the scarcity of teachers in the Leeward Islands, not infrequently do pupil teachers actually fill the post of first assistant. Just what an evil this whole pupil-teacher business is may be realized from the fact that in Trinidad 806 of the 1,648 teachers on the roll in 1926 were classified as such.

Nowhere is there a free public high school, although a certain number of bursaries and

scholarships are available to aid pupils in defraying the expense of attending the private secondary schools, which almost invariably bear the pretentious title of "college," as St. Joseph's College and Queen's Royal College at Port of Spain, and Codrington College, near Bridgetown.

Taking the Trinidad plan of organization as typical, there is an "infants' class," which pupils may enter at four years of age. This is supposed to cover three years of work, and is followed by an elementary and intermediate school consisting of seven "standards," each representing one year of work. When the pupils complete the seventh standard they sit for examinations which are prepared at the Education Office and printed in England to avoid any possible leaks. Those who pass these examinations satisfactorily are eligible to matriculate in the secondary schools and to become pupil teachers.

The course of study in Trinidad includes, besides the usual subjects, music and needle work, although in some of the islands these subjects as well as geography and history are optional. Religion is taught in the subsidized church schools (principally Roman Catholic, Anglican, and Wesleyan or Methodist); in fact, the main object of those schools seems to be to proselyte. In some of the rural schools a little attention is being given to agriculture, especially for the benefit of the Indian boys in Trinidad, most of whom, unlike the negroes who flock to town or to the oil fields, will stay in the country and become farmers.

Everywhere you go, you meet a strong anti-American feeling, prompted in part by jealousy of the prosperity which the United States is enjoying. Until the quota law practically cut off immigration from the Lesser Antilles, New York was the Mecca which was slowly depopulating many of the islands. That this should have been so does not occasion surprise when we learn the small wages which are paid in these parts. Many a young woman receives only two shillings and sixpence for a week's work, and has to provide her own room, while a dollar a day is a big wage for such arduous labor as cutting cane. As a result, nowhere else, we believe, have we seen the two social extremes so marked as here. In this connection let us say that although the only coins in circulation in the British islands are shillings and pence, the currency is in multiples of dollars. In the shops, and even at the post offices, prices and rates are named in cents, but payment is made in the English coinage, much to the confusion of the stranger, especially when he finds the postage stamps in denominations of pence.

A few words may be added about the ruins of St. Pierre. This city, which was the metropolis of Martinique and a typical French provincial town of perhaps forty thousand persons transplanted to the West Indies, was wiped out of existence on the morning of May 8, 1902, by a sheet of flame that swept down over it from Mont Pelé at whose feet it lay. So complete was the destruction that it is said that only one person —a prisoner in the jail, which had no openings facing the volcano—escaped death, and he died two days later from the shock; indeed, of the seventeen vessels in the harbor that morning only one survived, and even on this many persons were roasted alive.

Today St. Pierre is very largely a ghost city, for the capital, Fort de France, twenty miles or so down the coast, has become the commercial centre of the island, and little effort has been made to rebuild St. Pierre. This is especially true of the higher portions, which lay in a cup-like valley that extended back into the lower reaches of Mone Pelé. Most of the ruins are hidden by a dense growth of tropical vegetation, but near the shore one can still discern the charred walls and twisted girders which mark the site of the old cathedral, the hotel de ville, the opera house, and the great *magazins* or store buildings that were once St. Pierre's pride. Standing at the rail of our ship as we steamed by, with a glass we could make out clearly the little shrine far back on the mountain-side which, according to the local tradition, escaped destruction, thanks to the miraculous power of the good saint.

(To be continued.)

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Method *versus* Technique

(Continued from Page 294)

There is usually something of the defeatist psychology about them. They arise, not as scientific discoveries do, as offshoots in the steady upward growth of knowledge, but from the ashes of other methods. They are the remedy for past evils. They begin by claiming that up to this time we have known nothing but defeat, and modestly introduce themselves as our saviours. Such an assumption is a mistake, for it would not be hard to show that, in spite of all its shortcomings, the teaching of French has improved greatly in the past twenty years. It will improve more rapidly when we know better just what we want, when we know how to encourage good teachers and help poor ones. But, even in its present undeveloped condition, the psychology of French teaching has developed a body of knowledge which is by no means to be despised. It is hard, however, to enter on a new method enthusiastically without feeling that there was something quite wrong about the older ones.

It is not that these rival pedagogues are out for each other's blood by any means, for, as we have said before, they have no other aim than the improvement of the teaching of their subject. But it is plain to them, as it to the rest of us, that the old methods did not do all they promised, could not do all they promised. What they do not see, however, is that they are not likely to do all they promise either. This is not due to an overwhelming pride in their panacea, but often to personal experience, for founders of methods often have excellent results when they teach that method themselves. What they lack in psychological training they make up in enthusiasm. They talk as cheerfully of their product as a realtor on a new subdivision. The results are "wonderful" and the pupils "love it." There is something blithesome about the teachers of such schools of thought, something of the Pollyanna outlook in their demeanor. That is probably because their path is not beset by doubts or speculations. They believe in their method. They know they are going to succeed. It would be foolish indeed to seek to dampen this enthusiasm in any way, for it is an undoubted benefit, and has brought many a student successfully through a method who might otherwise have been swamped by it. It is when we try to graft the doctrines on the teacher a few hundred miles away that the trouble begins. She does not necessarily share this enthusiasm, and she is asked to do things which she does not understand or which she does not agree with. Her pupils must begin their studies with a mind like a clean slate. Past experience must be forgotten and the mother tongue abandoned. The laying aside of past experience—even were it possible—is surely the opposite of our attitude towards other forms of study. In them we believe that past experience is always valuable, either in the knowledge it has given or the habits of study it has inculcated. And as for the forgetting of the mother tongue, it may be possible to make the student refrain from speaking it in class, but it would be impossible to make him stop thinking it. Something else which he must lay aside, which he has always found very useful, is the use of his eyes. The direct method and the oral method, and some others, object rather vehemently to any visual work in the early stages of a foreign language. Says Palmer in his textbook on language study: "The use of the eye inhibits the use of the ears." There is no explanation made of how this happens. We are simply given the statement and have to make the best of it. It is about as justifiable as the reverse of that statement would be, that the use of the ears inhibited the use of the eyes, so that if we were learning to read or to draw we should put cotton in our ears. If it were true, then illiterate immigrants would make far more progress in English than those who come to our country able to read and write, yet we have not any evidence that this is the case. But evidence is something that methodologists rarely stop for, so that teachers called upon to use a method for which they feel no particular enthusiasm and for which they have no scientific arguments, cannot have the results which the founder can achieve on his exalted plane. They feel that instead of a life-belt they have been given a strait-jacket. They cannot teach the way they want to and they cannot get results in the new way, and they begin each day as though they had just risen painfully from the Procrustean bed.

(To be continued.)

It's All in the State of Mind

If you think you are beaten, you are,
  If you think that you dare not, you don't;
If you'd like to win, but think you can't
  It's almost a "cinch" you won't.
If you think you'll lose, you've lost,
  For out in the world you find
Success begins with a fellow's will,
  It's all in the state of mind.

Full many a race is lost
  Ere even a step is run,
And many a coward fails
  Ere even his work's begun.
Think big, and your deeds will grow,
  Think small and you'll fall behind,
Think that you can, and you will,
  It's all in the state of mind.

If you think you're outclassed, you are,
  You've got to think high to rise,
You've got to be sure of yourself before
  You can ever win a prize.
Life's battles don't always go
  To the stronger or faster man,
But soon or late the man who wins
  Is the fellow who thinks he can.

—The Sabean.

School Problems

Edited by a School Executive

Steer clear of assumptions in education. This is the age of scientific inquiry.

167. What can we do to prepare our teachers for the behavior problem children? (New York.)

Every teacher needs some preparation in this line, and I think that all teachers' colleges and normals make some provision for it, but frequentiy it is included in their general courses in psychology or school management, and receives nowhere near enough attention or focus for the young teacher who comes into difficult situations in this line in early teaching, and learns by trial and error at a frightful expense to the children, all of which leads me to the belief that we are in need of more preparation for teachers in approaching problems in child behavior.

We need more definite courses in problem behavior from a scientific viewpoint, including case studies, which will do away with this old fear of discipline many teachers still have, and replace it with a plan of intelligent analysis and constructive procedure based on an understanding of general principles of behavior. We need more summer courses for teachers in this line. In lengthening of Normal School training this would surely be an important course.

But all school systems can provide their teachers books on behavior from the views of the psychiatrist and practical school leaders, and some of our more modern publications should be on every teacher's desk. She cannot study the behavior problems she meets day by day without some such scientific assistance. Then her supervision should come from a person, whether principal, general supervisor or superintendent, who is a keen student of modern studies and authorities in care of behavior problems. Such a person is invaluable in guiding the teacher in this study and observation. An organized form of observing and checking problem children is of great value.

168. Why are teachers deader than most people? (Mass.)

I am not sure that they are. Some of them are not very bold, venturesome, or creative, I'll admit, but we are improving. Every national meeting in education gives me an added respect for the men and women in the school world, and as I attend gatherings of business men and professional people in other lines I come away with the feeling that we can hold our own in most lines.

Now there are certain tendencies in our work that detract from our social assets in the outside world and against the growth of which we must guard. The first is an exaggerated value of school. Sometimes we even regard contemporary life with scorn. We forget that every man we meet knows some one thing better than we do, and it is up to us to get it from him. We are too clannish. College degrees stand for much, but this spell of the label is ridiculous. There are so many live sources of information that leave books far behind. Then many of us become "worshipers of petty accuracies," and that makes us difficult to live with. We lose our perspective on essentials and details, which is what our small daughter means when she says: "Oh, don't get that way, Daddy!" The world rebels against petty accuracy.

The dry husks of scholarship are no substitute for human adventures. Better salaries and more freedom are leaving us without an excuse for shutting ourselves within book covers. We can be out and seeking with the rest of the world. There is little reason for teachers living drab lives today, no more reason than for people in other lines of work. They have the chance to live radiant lives. If one lives a radiant life there can be no atmosphere of dead or deader where that person is. Too many of us are content not to live life to the fullest. Our standards of satisfaction are too modest.

169. Do teachers want supervisory visits from their principals? (Col.)

Some of them do. Yes. How many? About as many as want any form of assistance in their work. Of course, we must keep in mind that some of them still have a bad taste in their mouths from principal supervision they have experienced or heard of in the past. They want friendly, inspirational supervision as well as definite, specific guidance, and not all our principals are trained to give it. The principalship has come to many as a reward for fine classroom service or some other reason, not because they were particularly fitted or trained for it. Training for principalships is still one of the weakest spots in our school organization. The position is too often inherited by a teacher long in service.

Principals trained to know real supervision is our first need. Where teachers have this the majority of them like it. It makes their work easier, better and fuller. The part-time loafer will never like it, for it never makes things easier for him.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Inventor of the Raft

Good morning, girls and boys:—

How cool and sweet the air is here under the old oak tree on the banks of the brook. As I sat waiting for you to come for your nature lesson I listened to the song of a meadow lark. I took a lesson from him just as you are going to take a lesson from me.

Last week I told you about the spider that lives under water, today I want to tell you about a cousin of his that lives on the surface of the water. If you were to walk out on the pond you know what would happen. You would begin at once to swim. The spider I am going to tell you about has very clever little boats on his feet, and when he wishes to walk on the water he just skates along on these tiny boats. But I suppose he gets tired shoving the boats around, for when he wishes to rest he goes over to the bank and collects some dry leaves and little twigs and joins them together with silken threads that are waterproof, in such a way that when he is done he has made for himself a very light and useful raft. After that he just sits on his raft and lets the wind blow him about over the surface of the pond.

Now and then as he goes about he sees a gnat or a mosquito come to the surface and try to spread its wings. The spider slips off his raft and catches the insect and then returns to the raft to eat it.

If a dragon-fly or a bird happens near, the spider dives off the raft into the water, taking with him a bubble of air on which he lives until all danger is past. The one enemy he must look out for is the old, green frog whose tongue is like lightning and whose natural home is the water into which he dives.

Goodbye! Make this a useful, happy day.

Uncle Jed.

Who Walks With Beauty

I often wonder why we do not ask ourselves more often this simple question: What is the meaning of all the beauty with which our lives are everywhere surrounded?

Look where we will, Nature spreads out her lovely gifts like the keeper of an old bazaar, her golden brown rugs where the fields lie against the dark walls of the distant woods; her edgings of goldenrod and bright blue asters where the old fences run beside the road; her patterns against the rugs of the field and sky where the butterflies wave lovely wings at us; her wood-song, where the thrushes sing and the crickets raise high shrill notes of happiness. The great bazaar goes with us, surrounding us on all sides. We do not enter in through doors, and there is never any going out. We must face beauty lifting up its joy down every aisle we go. We have but to stretch forth the fingers of the soul to grasp that which is ours, so freely given, in such great variety and choice that there can be no mind so miserly as to hoard it all. For me a birdsong and for you the blue eye of the wild aster looking at you across the fence; for me the reach of the vast sky and its noble domes of cloud; for you the river's scythe-like sweep where it gleams upon the meadowland.

How beautifully all this is set forth in this glorious poem, how nobly the lines pour. It is all true. One hill *will* keep the footprints of the moon, forever, for him who has looked on it in the light of love and remembered it and treasured it among the glad things of his youth.

Who Walks With Beauty.

By David Morton

Who walks with beauty has no need of fear;
The sun and moon and stars keep pace with him,
Invisible hands restore the ruined year,
And time, itself, grows beautifully dim.
One hill will keep the footprints of the moon,
That came and went a hushed and secret hour;
One star at dusk will yield the lasting boon:
Remembered beauty's white, immortal flower.

Cathedrals and Hollyhocks

A hollyhock grows stately and tall beside a purple rock. It is a happy hollyhock spreading great wide palms to the sun as though gathering to itself the golden value of the light. Here and there on the stout stem bursts open a glory of pink bloom. Five silken petals circle a golden stem where a bumblebee grumbles and clings. Above each lovely flower is a soft green bud with the tips of the outer covering twisted gently together. To many people the hollyhock is just a beautiful flower. To others it is a miracle of color and design. To others, still, it is a hint that somewhere, beyond the powers of human eye to see, is a Master-Mind who planned each detail of leaf and stock and bud and flower, who selected the colors, who shaped the seeds, that man might have ever before him a convincing proof that behind all things of earth are the mighty forces of a spirit world. How important this fact must be when the Master has taken such care that man be given daily an hourly proof of it.

People travel across the seas to gaze upon the lofty walls of a great cathedral; they admire the carvings cut into the solid stones; they look with joy upon the light falling through stained windows of ancient glass; they talk in whispers as they walk in the brown gloom between the pillars that support the roof; they let their minds go back to the days when men, like themselves, lifted up the stones and carved them and melted the glass into the shapes and colors they have given it. The cathedral stands as a vast proof that other men, in ages past, thought and struggled and built.

To those who think, the hollyhock beside the purple rock is no less wonderful. What ancient stone is carved with a tool as sure as the unfolding leaf? What ancient glass has in it the glory that gleams from one petal of the flower when the sun shines through it? What roof is as lofty in a spiritual way or as noble or as strong as the swaying top of the hollyhock? What cathedral produces within itself the seeds from which other cathedrals spring as the ages roll?

The Moon Race

There was once a little pigmy who thought he was really very, very big. He looked at himself in the quiet pool on the edge of the oak forest and was very well satisfied with what he saw. He called out as loud as he could under the huge cliffs and smiled when the echoes obeyed him and repeated every word he said. He threw an acorn into the lake and smiled joyously at the splash it made and the ripples that ran round and round and farther and farther until one lifted the water to lap his feet.

"I am so mighty," cried the pigmy in his pride, "that with one of my hands I can hide the moon." So saying he lifted his hand before his face and chortled with glee as the round,

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golden moon disappeared from his view.

"I shall run a race with the moon," cried the pigmy. "I have two stout legs and the moon none at all, therefore I should win easily." So saying, the pigmy was off with the bright, golden moon looking at him over his right shoulder. The silver shore of the lake passed by; a tall pine tree went marching back like a soldier at arms; a distant mountain peak hid the face of the moon for a second or two, but ever when the pigmy glanced back the bright moon smiled quietly at him in the exact same spot over his right shoulder.

At last the pigmy was out of breath. He sat down on a rock and panted with both hands on his knees. "Well, old moon," he said, "if I have not beaten you, you have had a hard time keeping up and I notice that you have not gained an inch on me." Now it happened that the man-of-the-rock overheard these words. He grinned. "I have noticed," he said, "how calmly the moon goes on lighting the whole world under him,—lighting the mountains and the lakes and the lilies on the lakes and the roofs and the pathways of men and the spires of the churches where the meadows unfold the golden nap of new rugs where the harvest has been shorn; — I have noticed all this, but I have never, in all the years I have lived here, heard the old moon say a single word about it."

The Golden Ball

In a far country, many years ago, a race of men lived in a deep valley between two snow-crowned hills. Above the village on a wide, flat rock was the sacred spot where the priests lifted up their thin hands and prayed. To this ancient altar, once every year, came the great golden ball, descending out of the clouds of the morning like a near-by sun and hovering just over the outstretched arms of those who were anxious to bring it down to earth.

"To him who touches the golden ball," said the eldest of the priests, "will come a great blessing which shall be his while he shall live and which will remain on earth to bless his children after he has passed away."

Years came and went. The mightiest men and women tried in vain to touch the ball. They built ladders and mounds of stone; they climbed into the tops of tall trees, only to find that the golden ball still floated just beyond their finger tips. At last an aged man called the people together on the day before the ball was to appear.

"Beloved friends," he said, "we cannot touch the golden ball because we think only of ourselves. Our own selfishness drives it ever away from us. Behold this little child before me! See how beautiful she is! Her heart is pure and sweet and has no worldly thought in it to drive away the golden ball. Let us lift her up, my friends, letting her mount on our backs and our arms and our heads so that she, at least, may be blest with the blessing of the golden ball."

The next day when the golden ball appeared the people formed a great pyramid of human beings, the stronger bearing up the weaker ones. Slowly, from shoulder to shoulder, the little girl mounted the ladder of human hearts and, reaching forth one tiny finger, touched the golden ball. Then a wonderful thing happened. The blessing of the golden ball came not only to the little girl, but to all those, also, who had helped to lift her up.

For books are more than books, they are the life,
The very heart and core of ages past,
The reason why men lived and worked and died,
The essence and quintessence of their lives.

—Amy Lowell.

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EDUCATION IN ACTION

American Surprised At Scot Student Confetti

The custom of students at Edinburgh University, Scotland, to "rag" speakers at the student gatherings, the "ragging" consisting of such stunts as dropping dead fish down backs from the third balcony, and swinging a picked chicken in front of the rector's nose, puzzled George S. McManus of San Francisco. "The student gatherings amazed me," McManus said upon his return from a tour of Europe. "The first I attended I seated myself prepared for a solemn two-hour discourse from the noted speaker. But that noted speaker had to stop twice while the students hooted, threw fish, dead chickens and other missiles. It is all taken in good humor, however."

Good-Will Exchange Of Students Planned

Hungarian students are planning a greater exchange of students between Hungarian and American schools next year, and Hungarian business men are looking forward to an increase in business between the United States and Hungary as a result of the good-will expedition of Hungarians to this country this spring and the return good-will expedition of Hungarian-Americans to Hungary this summer, according to Colonel Andrew Cherna, who has recently returned to New York. Colonel Cherna was president of the good-will pilgrimage of 1,200 Hungarian-Americans. The pilgrimage was to repay the visit here of more than 500 prominent Hungarians early this year to present a statue of Kossuth, the Hungarian patriot, to New York City and Hungarians in the United States.

Pupils Repair School To Get Back to Work

The flourishing town of Steelton, Penn., was ready to claim a record of no mean proportions when a group of high school pupils began to assist the janitors in cleaning the high school building and repairing the furniture so school could open.

Raps "Old Maids"; 500 Teachers Hiss

Dr. Harry S. Ganders, professor of education at the University of Cincinnati, was hissed by 500 women attending the Hamilton County Teachers' Institute at Cincinnati recently, when he declared against "sad old maid" teachers in the public schools. In reply to his statement that there are "too many unhappy old maids" in the schools, Miss Lucy Gage, associate professor of elementary education at George Peabody Institute for Teachers, Nashville, Tenn., defended her sex, asserting that "most teachers are old maids by choice."

Graduate Students Advise Freshmen

Five graduate students of the University of Wisconsin will assume this fall the responsibility of assisting first-year men students in the selection of their courses and in their adjustments to college life. The plan had its inception in the university last year. The system is continued in the belief that graduate students, themselves just finished with undergraduate work, can render more acceptable service to new students than older men whose student days are more remote. The administrative assistants, as the graduate advisers are called, are under the supervision of the junior dean of the university.

Increasing Efficiency Of Inter-School League

More than 5,000 white schools in Texas hold paid-up membership in the Interscholastic League of the State. The league was organized in 1911 and is fostered by the University of Texas extension division for the promotion of inter-school educational and athletic contests. Increase over the school year 1926-27 was 518 member schools. Originally the league embraced negro schools as well as white schools, but in 1921 the Texas Interscholastic League for Colored Schools was established independently.

Utility Man Employed Full Time

A general utility man is employed for his full time by the Campbell County, Va., school board. He visits regularly the ninety-nine schools of the county and makes necessary repairs to buildings and equipment. Many old buildings have been remodeled by the utility man since his employment in June, 1926, and sanitary conditions have been improved in a number of other schools. In addition, he has constructed two new school buildings. He paints roofs, repairs defective flues, sets up and rebuilds desks, and twice a year he oils the floors of the buildings which have no janitors. The school board has purchased a truck, and this enables the utility man to deliver school supplies, which are brought in quantities, resulting in a substantial saving. The work of this man has resulted not only in the saving of time and money in the conduct of schools in Campbell County, but has notably increased the efficiency of the school system.

School Merchandise Made at Profit

At an actual cost of $62,483, articles valued conservatively at $121,187 were made by pupils in evening schools of Buffalo, N. Y., last year. The 6,922 persons enrolled turned out 27,599 articles, comprising clothing, dress accessories, embroidery work, woven goods, quilts, basketry, reed work, furniture, and other household furnishings. The evening classes specialized last year in making over old clothing, and hundreds of well-made garments were produced at little cost other than the expenditure of time and effort.

School Year Lengthened

Number of days each year during which school must be in session has been increased from 180 to 190 by recent action of the New York State Legislature. Compulsory attendance upon part-time instruction by employed minors, 14 to 17 years of age, except graduates of four-year high schools, is required in cities having a population of 20,000 or more, and in districts where there are 200 or more such employed minors. Exceptions are made of children mentally or physically defective. The penalty against parents for permitting their children to violate attendance requirements was increased from $5 or five days' imprisonment to $10 or ten days' imprisonment for a first offence.

Teachers Paid $40 a Month in '77

A treasurer's account book which had been in use in one school district for fifty years was recently brought to the office of the county superintendent in Nebraska City, Nebraska. The first entry in the book was made in May, 1877. The volume has been neatly bound in leather and contains entries of every expenditure of the district for fifty years. In comparing the teachers' salaries paid during the half century it was found that in 1877 the teacher was paid $40 a month; in 1880 the salary was reduced to $25, where it remained for several years. The present figure is $80.

Teachers Must Wear More Clothes

School teachers in the borough of Dunbar, Pa., must wear ample clothing when they appear before their classes. Members of the board of education have indicated they think the garb of some of the feminine instructors is insufficient and that steps will be taken to remedy the situation. One director told the teachers that lack of clothing had a harmful effect on the students. The board may determine just how far from the floor a teacher's dress may be cut.

Mail Makes Course In College Available

Opportunity to take a correspondence course in almost any subject in one of more than 100 colleges and universities is open to men and women of the United States. Outstanding advantages of study by correspondence are: The student may advance as rapidly as his time, industry and ability warrant, without waiting for others; all lessons being written, the student gets excellent training in written expression; and a wider range of subjects can be had than through class work outside of the institution where it is necessary to find a group of persons who want to study the same subject at the same time. It is generally held that if one can succeed by correspondence course methods he has attained the qualities of independent effort which convert a student into a scholar.

College Presidents' Daughters at Vassar

The daughters of five college presidents are in the freshman class at Vassar. They are: Anne Comfort, daughter of William W. Comfort, president of Haverford; Anna M. Crocker, daughter of Mrs. Anna M. Crocker, former president of St. Mary's College, Dallas, Tex.; Louise MacCracken, daughter of John MacCracken, former president of Lafayette, and a niece of Dr. Henry N. MacCracken, president of Vassar; Suzanne Elliott, daughter of President Edward C. Elliott of Purdue; and Elizabeth Watson, daughter of Charles Watson, president of American University, Cairo, Egypt.

Honor System In Colleges

In the last collegiate year, and particularly in the period leading to final examinations, the honor system, first inaugurated in the United States by William and Mary College, was continually under fire. At Columbia considerable discussion revolved around a suggestion at mid-year that final examinations be done away with because numerous instances of deceit had been reported. Amherst dropped the honor system after having fostered it for twenty-three years. The students themselves favored a return to proctorship. Western Reserve College at Cleveland abolished the method in 1926, after having conducted honor system examinations since 1908, because, as the faculty statement phrased it, "intellectual bootleggers" had caused the system to "go to pot." Students at Rutgers eagerly adopted the self-government method of examinations in 1920. But they were so annoyed by the so-called "squeal clause," which compels undergraduates to report defections, that in 1925 they voted a return to the monitors. Taking umbrage at stories of widespread cheating, the girls at Hunter College last winter overwhelmingly voted for continuance of the honor system which had been in effect since 1923. The faculty enthusiastically supported this decision. At Yale, however, the honor system has fallen out of favor. The Yale College Student Council convinced the faculty that enforcement of the honor system was "impossible under present social and educational conditions at Yale College." Students at Harvard College in 1925 rejected a proposed adoption of the honor system, the Student Council having found no dissatisfaction with the proctor system, and, therefore, no demand for the proposed method. Other institutions in the past few years have given considerable thought to the subject, and in more than one instance the honor system has clung so precariously that the coming collegiate year may see its elimination in still more institutions.

Little King Michael Will Soon Go to School

Michael, the little king of Roumania, who will perhaps one day become a ruling monarch, unless revolution tears this Balkan country before his long minority is over, will soon be sent to school with other children, rich and poor, aristocratic and plebeian. His mother, Princess Elena, and especially his grandmother, Queen Marie, were anxious that he should rub shoulders with all kinds of his subjects instead of seeing only one class during his boyhood.

No Mixed Classes In French Schools

Schools in France for the most part are not co-educational, but in some places they admit both boys and girls. In maternal schools any child under six may attend. Each commune is expected to maintain at least one elementary primary school. In small communes the schools are of necessity mixed, but where two or more schools are supported the usual practice is to separate the sexes. The superior primary schools, the secondary, normal and technical schools are usually not co-educational. Schools for boys are generally taught by men and schools for girls by women, but some courses in secondary schools for girls are given by men teachers. The proportion of women teachers is increasing. The universities of France are open to both men and women.

Police Puppy Tries To Attend Classes

Where are all the kids coming from, anyway? This was the expression registered on the face of "Wolf," an intelligent German police puppy, owned by a resident of Somerville, Mass. It was the opening day of the grammar school session and Wolf, sitting on the porch, was watching the children passing on their way to school. For about twenty minutes he sat there as quiet as a mouse. His head moved automatically to and fro, as his eyes followed the children. Finally the last of the children had passed by, and the dog appeared puzzled. He rose to his feet, and started up the street after the last child. Crossing the street, he fell into a fast lope which brought him near the schoolhouse. Arriving at the front steps of the building, he started to mount the stairs. But Wolf had waited too long. The janitor closed the door in his face.

Edinburgh Schools Advise Adolescents

A "letter of greeting and counsel," intended to give guidance in life choices, including spiritual matters, is issued by the education committee of Edinburgh, Scotland, to all school children on reaching their fourteenth year. The school authorities impress upon the adolescent boys and girls the far-reaching consequences of their ideals and actions at this age, and the letter suggests that the child should "seriously, conscientiously, take stock of his gifts, his preferences, his possibilities" as they may affect his after life.

Educational Films Exhibited in India

Demonstration trains and traveling motion pictures are two innovations in India by means of which officials of that country hope to spread information to the illiterate millions regarding co-operation and other subjects. It has been found that in this way large areas can be covered and that everywhere large and interested crowds are attracted by the pictures and exhibits. The first demonstration train was introduced last year. It consisted of seven cars, including one each of agriculture, public health, industries, and co-operation.

TREND OF THE TIMES

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PEKING lives up to its reputation of being one of the cheapest cities in the world to live in, and Tokio ranks about as high as New York, according to a New Yorker who returned recently from a year's residence in the Far East. He cites a man there living in an eight-room brick house with nearly every modern convenience costing $40 a month. All other expenses, including servants' wages, food, light and heat, bring the total up to about $200.

THE DAY WHEN manual workers will toil only five hours a day, and when domestic service will be relegated to the past, will come within the next generation, declares F. W. Burstall, professor of Mechanical Engineering in the University of Birmingham, Eng. "There are no limits to what science can do," he said, "but I venture to think that unless the human makes up its mind which way it wants to go, then instead of being pleasant this will be a curse."

WORKING in a noisy room uses up energy and reduces output, Colgate's psychological laboratory finds. One has to labor harder to produce the same result.

APPRENTICESHIP is a lost art, according to a survey of the training of skilled mechanics for the building industry covering nineteen representative cities. An attempt to develop a satisfactory substitute by means of joint apprentice committees made up of employers and workers, co-operating with local school boards under the Smith-Hughes vocational education act, is working satisfactorily in some cities.

STRANGE EXPERIENCE of "feeling the presence of some person in a room when that person was out of sight and hearing" has been explained by two Munich professors. The skin, they have found, holds an electrical charge, as if connected with a hidden battery. By delicate radio instruments they claim to have discovered that our bodies send forth electrical emanations which can be detected six feet away.

CHAIN STORE SYSTEMS have grown so rapidly in the last few years that concern is felt for the neighborhood store. Starting first in the cities, the chain stores have spread into the rural districts and now give indication of merging into still greater chains. There are 4,000 chain systems, with over 100,000 stores handling at present, eighteen per cent. of all retail sales, as compared with only four per cent. seven years ago. The yearly gross revenue runs into several billions of dollars.

IN NORWAY, vaccination is not compulsory, but a person cannot vote at an election unless he has been vaccinated.

BRIDGE is in part responsible for that anemia of vocabulary which is one of the outstanding features of the present generation, declares Dr. Frank Vizetelly, lexicographer and authority on vocabularies. "In bridge," he goes on, "a limited vocabulary is required, for all the words necessary are those needed to express the dumbness of one's partner or to congratulate one's opponents on their marvelous skill. Bridge discourages conversation."

EVERYBODY in the United States —man, woman and child—should have $40.52 in their pockets, theoretically at least. That is the per capita money in circulation, according to figures made public by the treasury. Money in circulation totals $4,805,688,114, and the estimated population of the country is 118,601,000. On January 1, 1879, the per capita was only $16.92. On June 30, 1914, the per capita money in circulation was $34.92, on March 31, 1917, it went to $40.32, and on October 31, 1920, to $53.60.

CHURCH SKYSCRAPERS are innovations distinctly American. Churches construct these towering buildings, using a few floors for their own activities. The rest of the structure, utilized as office building, hotel or the like, usually produces a large revenue that goes into the church treasury. The first church to adopt such a mode of construction was the First Methodist Episcopal Church of Chicago, which, in 1922, erected the Chicago Temple, rising 568 feet or 12½ feet higher than the Washington monument.

The BOOK TABLE

CORRECT ENGLISH. By William M. Tanner of Boston University. Cloth. 470 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

In this progressive age every successful subject-method book has a captivating phrase, and Tanner's "Correct English" develops its achievement through the idea of *diagnosing* the needs of a child who has trouble in using correct English.

Boston University has gone forward by leaps and bounds until its registration is the largest in New England, and its School of Education is growing in number faster than any other department of education in New England, and its Law School has a marvelous achievement largely because everything has been diagnosed to discover the need of students from the standpoint of New England in the twentieth century.

Professor Tanner has had remarkable success in promoting the correct use of English in the students of Boston University, and his "Correct English" is sure to be a success in the hands of any student because of the wealth of material to use wherever special need is discovered.

SUCCESS IN TEACHING ARITHMETIC. A Teachers' Manual to Accompany "The New Everyday Arithmetic." By Franklin S. Hoyt and Harriet E. Peet. Cloth.. 320 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

The teaching of arithmetic scientifically and successfully is the most satisfactory educational measure of achievement, because it is the most important school subject traditionally, and it requires absolute accuracy in results. In "Success in Teaching Arithmetic" the authors make success the measure of individual efficiency in the class work of pupils.

Without assuming that the teacher is inefficient in this book they assume merely to save the teacher's time and effort by treating each lesson in "The New Everyday Arithmetic" so easily and successfully taught that an untrained teacher cannot fail to be successful, while the best trained teacher keenly appreciates the fact that she need not take time to "orient" herself to this lesson any day.

No teacher can be so well trained that she can hop, skip and jump from one subject to another and properly "evaluate" each child's natural or unnatural mental characteristic in relation to each subject.. These authors seem to have met a serious method need in the successful teaching of arithmetic.

BETTER SCHOOLS. A Survey of Progressive Education in American Public Schools. By Carleton Washburne and Myron M. Stearns. Cloth. 342 pages. New York: The John Day Company.

Carleton Washburne has made an important and interesting demonstration of better methods of educating the children of all the people in a suburban city of 7,000 people. He has made a great contribution to educational progress, and in "Better Schools," aided by the brilliant literary art of Myron M. Stearns, he is trying his hand at making better schools the country over.

He masses information regarding experiments in improvements in various places at various times, which is interesting, but much of the time there is an undertone of pessimism, a suggestion that there is really not much reason to be hopeful. The title of the book itself is a real contribution, and "Better Schools," by Carleton Washburne, can but be universally beneficial.

THE SPELL OF IRELAND. By Archie Bell. Cloth. Illustrated. 314 pages. Boston: L. C. Page and Company.

If you want to enjoy Ireland in fascinating prose and captivating photographs there is nothing quite equal to "The Spell of Ireland." Somehow it reads as smooth as rhythm and has the vivacity of brilliant conversation and the thrill of personality. There is a charm about it from the approach to Cork to the last jaunt through Belfast's streets.

PLAYS FOR PEOPLE AND PUPPETS. By Catherine Reighard. Illustrated. Cover jacket design by Jay Van Everen. Cloth. 390 pages. New York: E. P. Dutton and Company.

Education today insists upon dramatization from the third to the eighth grade, and in the really progressive school systems there is likely to be children in the second grade who can put on a play with fine effect. This book will find a warm welcome in cities that offer opportunities for children to act a part in a play.

Catherine Reighard has been dramatizing plays for several years and this book has grown out of her experience in putting on plays for children. She has written many directions for production, telling separately what is required for the play when used for children. There are five plays included in this book, Rumpelstiltskin, The King of the Golden River, Jack and the Beanstalk, Pierre Patilin, and Aladdin. They are illustrated by actual photographs of former productions, which gives a very practical treatment of each play.

SOCIAL SCIENCE READERS. By Helen S. Read. Illustrated by Eleanor Lee. Edited by Patty Smith Hill, Director, and Mary M. Reed, Instructor, Teachers College, Columbia University.

An Air-Plane Ride.
An Engine's Story.
Grandfather's Farm.
A Story About Boats.

Attractive books. Cloth. 36 pages. New York, Chicago, Boston, Atlanta, San Francisco, Dallas: Charles Scribner's Sons.

These are interesting books. A full page illustration on the right hand and a short reading lesson opposite. Every picture appeals to every child, and the brief reading lesson will attract each child because of its relation to the elaborate picture opposite.

CAMP FIRES IN THE CONGO. By Mrs. John M. Springer. Published by the Central Committee of the United Study of Foreign Missions, Cambridge, Mass.

This is an interesting and attractive account of missionary service in the Congo. The photographic illustrations are an important feature of the book. The title is intended to appeal to Camp Fire Girls in America and is a vivid portrayal of the success of the American missionaries in transforming the natives, young and old. It is an admirable picture of the life of the natives and of nature and human nature in the land of these black folk.

THE PSYCHOLOGY OF LEARNING. An Advanced Text in Educational Psychology. Revised and Enlarged. By William Henry Pyle, Detroit Teachers' College. Cloth. 441 pages. Baltimore: Warwick and York, Inc.

In these 441 pages the author demonstrates with great clearness that he is well read professionally and that he has done his own thinking and has established a psychological personality through his thinking that is quite refreshing. The book will tend to make the reader think clearly and establish lines of professional thinking that make for success in their varied applications.

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GRINS BETWEEN GRINDS

Mistaken Identity

"It was very plucky of you, ma'am, to have set upon the burglar and so ably captured him," said the police inspector. "But need you have injured him so badly?"

"How did I know it was a burglar?" asked the woman. "I'd been up three hours waitin' for my husband. I thought it was him."—The Strand.

Touch System

Kind Old Lady (to little boy)—"And what are you going to do when you grow up, my little man?"

Urchin—"Foller in me father's fingerprints."—Kansas City Star.

So Encouraging

An automobile owner went into a salesroom and said: "You sold me a car about two weeks ago."

"Yes, how do you like it?" inquired the salesman.

"Well," said the owner, "I just want you to tell me everything you said about the car all over again. I'm getting discouraged."

One Reason

Grandmother says that one reason the girls today are naughty is because they get the shingle in the wrong place.

Easy on the Wrists

Professional Beggar (to clerk in hat store)—"I'd like to see something in a very light hat—it's to be held out, you know."—Boston Transcript.

Might Give Out

"Doctor," said the very sick man, "what are my chances of recovering?"

"Oh, pretty good," said the doctor. "But don't start reading any long, continued stories."

A Satisfactory Answer

At a baseball game a young woman asked her escort: "Why does that man behind the hitter wear such a big bib?" He explained to her that it was to keep the catcher's shirt from getting mussed when the ball knocked his teeth out.

No Cause for Anxiety

"An' do ye think he looks loike his father?"

"Oi do that, but don't ye mind, Mrs. Murphy, just so long as the child is healthy."

Live and Learn

Teacher—"Do you know why the earth turns round the sun on its axis?"

Scholar—"Yes, sir. Because it don't want to be roasted too much on one side."

Honesty vs. Reliability

"How about it, Miranda," I said to the maid in the Georgean Boarding House where I was stopping. "Do you know of a wash lady that I can get who is honest and good? Now remember, I want one that is reliable." Miranda shifted her weight carefully to her other foot—and scratching her wooly head, drawled: "Yassum, miss, I done knows of a colahed woman—that's jest as *Honest* and *Good*—why I've knowed her mothah foah yeahs—but as fah as I *knows*— she *ain't reliabul!*"

Dad's Example

Willie—"Say, pop, did you go to Sunday school when you were a boy?"

Father—"Yes, son, regularly. Never missed a Sunday."

Willie—"Well, I'll bet it won't do me any good either."

Obedient Wife

Young Wife—"Mother, I can't live with Arthur. He made faces at me and told me to go to the devil."

Mother—"And what did you do?"

Young Wife—"I came right home to you."

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JOURNAL MAIL BAG

The Enlarging Community

Editor, Journal of Education:—

Last summer I spent a few days in the old home town in which I grew up. The idea which was most strongly impressed upon me was how short all of the old distances seemed. As a boy a visit to the next town some twelve miles away was a very significant event which only occurred once or twice a year at the outside. It seemed almost like a journey into the unknown. This summer we covered the distance easily in fifteen minutes over a concrete highway, and it seemed only a step, while places a hundred miles away seemed less distant than did these neighboring towns in childhood days.

While I was in France it was a part of my job to conduct special tours of sightseeing through the historic towns and villages of France. Most of the towns and villages had stood as they are today for four or five hundred years. The weather-worn stones indicated centuries of exposure, and an inquiry revealed that many of the people were living in the houses where they were born, and ofttimes the houses had descended for a century in the same family. Many of the French peasants had never visited any town more than ten or fifteen miles from the place where they were then living.

I have been in Rotary Clubs in many states where they have taken a census of the birthplaces of the members. Seldom does it appear that more than ten or fifteen per cent. of the members are born in the city where they are now living. In many cases the number is less than five per cent.

The significance of these facts should be plain to all. The American community moves about with a freedom that the people of no other country ever had. Its boundaries are being constantly stretched by automobiles and good roads until acquaintances and business transactions are extended over a much larger area than was represented by the community fifty years ago.

Taken as a whole these facts mean that legislation, taxes and laws must be built on a much larger political unit than formerly. To this idea the whole country is accommodating itself. As a whole the expenses which are borne by the state are increasing rapidly while those borne by the community are tending to decrease.

In the State of California the state itself pays $30 per year for every child in the public schools, $60 for every child in high school, and $100 for every child in junior college, while the average for the county as a whole is probably not less than $15 per child. But this is not the ultimate. The School of Education of the University of California has advocated that the entire school expenses should be borne by the state, claiming that education is a state function, and that the state is equally interested in the welfare of all of its citizens, while communities have very different ability to bear the expense. The slogan has come to be: "Get the money where it is, for the children where they are." In defence of this point of view, the great difference in wealth, in different sections, and the free movement from one section of the state to the other gives abundant argument. Some two years ago the Bureau of Education through its organ, School Life, came out in a strong article in which it advocated the same principle, that the entire expense of education up to a stated minimum should be borne by the state.

Very truly yours,

Henry S. Curtis,
Director of Hygiene and Physical Education for Missouri.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published weekly at Boston, Mass., for October 1, 1928.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared A. W. Belding, who, having been duly sworn according to law, deposes and says that he is Associate Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, associate editor, and business manager are:—

Publisher—New England Publishing Company, 6 Beacon street, Boston.

Editor—A. E. Winship, 46 Shepard street, Cambridge, Mass.

Associate Editor—A. W. Belding, 277 School street, Watertown, Mass.

Business Manager—Isobel R. Lay, 60 Dartmouth street, Somerville, Mass.

2. That the owners are:—

New England Publishing Company, 6 Beacon street, Boston, Mass.; A. E. Winship, 46 Shepard street, Cambridge, Mass.; Anson W. Belding, 277 School street, Watertown, Mass.; Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.; Loella R. Winship, 46 Shepard street, Cambridge, Mass.; Laurence L. Winship, South Sudbury, Mass.; Mrs. Abby Meserve, 87 Linden street, Allston, Mass.

A. W. BELDING,
Associate Editor.

Sworn to and subscribed before me this 27th day of September, 1928.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 13, 1933.)

Meetings To Be Held

OCTOBER.

10-12: Wyoming State Teachers Association, B. H. McIntosh, High School, Cheyenne; Casper, Wyoming.

11-13: Vermont State Teachers Association, Bertha P. Lambert, 310 Gage Street, Bennington; Rutland, Vermont.

14-17: Missouri State Teachers Association, Kansas City, Missouri. President, Eugene Fair, Kirksville, Missouri; secretary, E. M. Carter, Columbia, Missouri.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-19: Northeastern Indiana Teachers Association, Fort Wayne, Indiana.

18-19: Southwestern Indiana Teachers Association, Evansville, Indiana.

18-20: Indiana State Teachers Association, Charles O. Williams, 205 Hotel Lincoln, Indianapolis,; Indianapolis, Indiana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joilet, Ill.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

24-27: Montana Education Association, R. J. Cunningham, 9 Kohrs Block, Helena; Great Falls and Missoula, Montana.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

25-26: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Schenectady, N. Y.

25-26: Washington Education Association, Arthur L. Marsh, 707 Lowman Building, Seattle; Bellingham and Walla Walla, Washington.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

25-27: West Tennessee Education Association, O. H. Jones, West Tennessee State Teachers College, Normal, Tennessee.

26: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Hendersonville, North Carolina.

26: Franklin County Teachers Convention, Greenfield, Mass., M. C. Moore, President, Greenfield.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

26-27: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Utica, N. Y.

31-November 3: Nebraska State Teachers Association, Everett M. Hosman, 511 Richards Block, Lincoln; Chadron, McCook, Lincoln, Norfolk and Omaha, Nebraska.

NOVEMBER

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

1-3: New Mexico Educational Association, John Milne, Albuquerque; Albuquerque, Mexico.

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